

Lockport City School District
ELA Grade 3
Unit 2
Aligned to the Common Core 2011-2012

Unit 2 Title: Community Occupations

Rationale: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, problem solve, and respond to the varying demands of audience, task, purpose, and discipline.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note:** highlighted standards are formally assessed within this unit.

Reading for Literature

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4)

Distinguish their own point of view from that of the narrator or those of the characters. (RL.3.6)

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).(RL.3.9)

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (RL.3.10)

Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. (RL.3.11)

Reading for Information

Distinguish their own point of view from that of the author of a text. (RI.3.6)

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8)

Reading Foundational Skills

Writing

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2 a-d)

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section

Write opinion pieces on topics or texts, supporting a point of view with reasons. (3.W.1, a-d)

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- d. Provide a concluding statement or section.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) (W.3.5)

Conduct short research projects that build knowledge about a topic. (W.3.7)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. (W.3.10)

Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3.3, a-b)

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 3 reading and content**, choosing flexibly from a range of strategies. (L.3.4 a-d)

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., **agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat**).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., **company, companion**).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings. (L.3.5b)

- b. Identify real-life connections between words and their use (e.g., describe people who are **friendly** or **helpful**).

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., **After dinner that night we went looking for them**). (L.3.6)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 3 topics and texts**, building on others' ideas and expressing their own clearly. (SL.3.1, a-e)

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.
- e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4)

ESSENTIAL QUESTIONS:

- *As a researcher, how do we find out which facts are most important?
- *Which tools can help us gather and organize our facts?
- *When is money important, and when does it effect our lives?
- *How do communities depend upon various occupations in order to function?
- *How can we share our research in ways that will matter to others?

BY THE END OF THIS UNIT, STUDENTS WILL KNOW: (What do I need to teach?)

- **Strategies for reading for literature:** *How* to ask and answer questions to demonstrate understanding of a text, determine the meaning of words and phrases as they are used in a text, distinguish their own point a view, compare and contrast stories by the same author, read and comprehend grade level appropriate literature, and recognize and make connections to a variety of styles of literature.

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:

(What do I need to model, coach the development of, and ask students to perform/do?)

- **Interpret from literature read:** How to ask and answer questions referring back to the text, determine the meaning of words and phrases using context clues, and make connections across texts.

<ul style="list-style-type: none"> • Strategies for reading for information: <i>How</i> to distinguish their own point of view and make logical connections between sentences and paragraphs in a text using comprehension strategies such as cause and effect and sequence. • Strategies for writing informative/explanatory text: <i>How</i> to create guiding questions for research, develop topic with facts, use definitions and details, organize work in a way that is appropriate to task and purpose. Plan, revise, and edit with peers and adults to strengthen writing as needed. Take notes and sort into categories. Use technology to produce and publish, collaborate and interact with others. Use and gather varied sources of information, use keyboard skills, conduct short project on a topic, write over extended and brief times for research, reflection and revision. • Strategies for writing opinion pieces: <i>How</i> to write an opinion supported by details and create an organizational structure that lists reasons using linking words and phrases. • Strategies for applying and improving conventions: <i>How</i> to produce simple, compound and complex sentences, use capitalization, punctuation, spelling and grammar appropriately, consult reference 	<ul style="list-style-type: none"> • Interpret, from information text read, point of view, connections based on comparisons, cause/effect, and sequence. • As writers of informative/explanatory text: Create guiding questions for research, develop topic with facts, use definitions and details, organize work in a way that is appropriate to task and purpose. Plan, revise, and edit with peers and adults to strengthen writing as needed. Take notes and sort into categories. Use technology to produce and publish, collaborate and interact with others. Use and gather varied sources of information, use keyboard skills, conduct short project on a topic, write over extended and brief times for research, reflection and revision. • As writers of an opinion piece: Create guiding questions for research, develop topic with facts, use definitions and details, organize work in a way that is appropriate to task and purpose. Plan, revise, and edit with peers and adults to strengthen writing as needed. Take notes and sort into categories. • Apply conventions: produce simple, compound and complex sentences, use capitalization, punctuation, spelling and grammar appropriately, consult reference materials, identify real-life connections
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materials, identify real-life connections between words and their use, distinguish between literal and non-literal meanings of words, use context clues.

- **Strategies for demonstrating speaking, listening, and collaborative learning skills:** *How to practice:* active listening, collaborative discussions, taking turns while others speak, sharing facts found, explaining own ideas for understanding, speaking clearly with relevant facts and in complete sentences, creating visual displays to enhance facts and details, determining main idea and supporting details of text read aloud, reporting on a topic at an understandable pace.

between words and their use, distinguish between literal and non-literal meanings of words, use context clues.

- **Demonstrate speaking, listening, and collaborative learning skills:** Active listening, engage effectively in collaborative discussions, taking turns while others speak, sharing facts found, explain own ideas for understanding, speaking clearly with relevant facts and in complete sentences, create visual displays to enhance facts and details, determine main idea and supporting details of text read aloud, report on a topic at an understandable pace.

PHASE TWO: ASSESSMENT EVIDENCE	
Assessment Task: Unit 2 Culminating Task	Formative Assessment Process:
What will the student do or produce to demonstrate their understanding and abilities?	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
Students will..... <ul style="list-style-type: none"> • Students will choose a unique occupation to research and with support of the teacher, brainstorm potential questions that could guide their research. <u>This will be captured on a note sheet.</u> (3.W.1)(3.W.2) • Learners will search a variety of informational texts in print and digital form to locate information about their selected occupation and share their facts on a graphic organizer. <u>This will be captured on a note sheet.</u> (3.W.2, 3.RL.1) • Timed Writing Task: Use what they have learned to compose the draft of an informational and opinion piece wherein they examine a topic and convey ideas and information clearly while addressing each of the skills 	Teacher will..... <ul style="list-style-type: none"> • Provide access to informational texts about occupations in print and digital form. Support students in locating them. • Model and ask students to determine the answer to the question prompts that are important to their occupation. • Assign timed writing task, which must be completed in 45 minutes of class time. • Collect drafts and use a standards-based rubric to assess quality and provide criteria-specific feedback to students. Require revision. • Capture findings/data from the timed writing task using the approved rubric.

<p>below.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together. Develop the topic with facts, definitions, and details State and support an opinion Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. <ul style="list-style-type: none"> Learners will use feedback that is provided to revise their work. They will submit their final, revised graphic organizer for a grade. It will be used for a class book. Learners should include graphics and typed facts about their researched occupation. <u>There is a template for this.</u> 	<ul style="list-style-type: none"> Use these findings to inform instruction, revise curricula, and coach individual writers to improve skills. Model how researchers sort information into categories and plan an organized draft of written work. Model how writers: <ul style="list-style-type: none"> Introduce a topic and group related information together Develop a topic with facts, definitions, and details. State and support an opinion, providing an organizational system that lists reasons Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information Provide a concluding statement or section Model finished product for students, which includes a picture and supporting paragraph.
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- Support writers in completion of book.
- Place grades on final, revised copies only.

**PHASE THREE:
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE**

LITERACY BLOCK		
MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Targeted comprehension, fluency, listening and speaking and / or language skills.	Textbook leveled readers Scott Foresman Unit Book 1 Suggested Add ons: Rocks in His Head Elena's Serenade Additional Alexander stories (Judith Viorst) or Chris Van Allsburg books for the author study Checklists Annotated Records Observation
SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT	<ul style="list-style-type: none"> *Main idea *Supporting details *realism and fantasy *character and setting *Use of facts *Text *Context clues *Cause and effect *Sequence of events *Active listening *Taking turns while others speak *Speaking clearly *Sharing facts found *use visual displays to enhance facts *Organization as a trait of writing *Ask questions for understanding *Organization as a trait of writing *Distinguish relevant information 	Individual or small group-selected text relevant to research topics Checklists Annotated Records Graphic organizers Observation Scott Foresman Unit book 1 Assess with Weekly Selection Tests from S.F. Series Checklists Annotated Records Graphic organizers Observation

